

Image of Nursing Profession as Perceived by Egyptian and Jordanian Undergraduate Male Nursing Students: A Comparative Study

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Abstract

The hiring and maintaining of male nurses in the nursing field is a very apparent issue nowadays. Hence, there is an urgent need to promote a professional nursing image and enhance its standing in the community, especially for men. Although they have an important position in nursing, men are still proportionately in the minority. This study aimed to explore and compare the perceptions of undergraduate male nursing students regarding the image of the Nursing Profession in the two different Arabian countries of Egypt and Jordan. The study was conducted at two governmental nursing faculties; Alexandria University in Egypt and Jordan University in Jordan. The study subjects were all undergraduate male nursing students who enrolled in the fourth academic year, from the previous mentioned colleges, forty one students from Egypt and one hundred from Jordan. The Nursing Image, as a profession questionnaire (NIPQ), was used for data collection. Based on the analysis of the subject's responses, the results revealed that there is a significant positive perception as regards the image of nursing profession among both Egyptian and Jordanian male nursing students in relation to the description of the profession, societal view, benefits of the nursing profession and view of self satisfaction in nursing. The clinical instructor and the relationship with the medical staff are the apparent perceived enhancing factors, while the public view is the major perceived inhibiting factor regarding the image of the profession. The highest percentage of both study subjects ranked the nursing profession in the second position after the medical profession and agreed that they faced several problems in being a male nurse such as: assuming some obstetric nursing practices, lack of specific job title, embarrassment while explaining a sensitive topic with female patients and the refusal of the presence of male nurses in female wards. **Conclusion:** Egyptian and Jordanian male students have approximately a similar positive perception towards the image of the nursing profession. The worth of the nursing profession have been understood more than in past decades, even though they are exposed to some clinical problems in assuming their role as male nurses.

Key words: Male nurse, Perception, Nursing students, Nursing image, Nursing profession.

1-Introduction

The nursing profession has a load of challenges. One of them is how to attract male students to become a nurse and increasing the number of them in the nursing profession. There are several opportunities for male students to take suitable positions in hospitals and community health settings, but they are still insignificant number (Abdel El-Halem GE., et al. 2011, Kalisch J., et al. 2006). Since the era of Florence Nightingale, nursing has been stereotyped as a female-overloaded profession and men had no chance to undergo regular nursing school preparation. However, nowadays, male nurses have accepted the experiences of studying in nursing schools and developing a career traditionally female (Yang C., et al, 2004).

A shortage of nursing staff and other burdens of nursing activities, enhance professional efforts to encourage males to join a nursing career. Changing the image of the nursing profession is a significant issue to attract male membership in the profession. A negative image has negative consequences, in the quality and quantity of persons who choose nursing while a positive image leads to several positive professional outcomes.

Therefore, the image of the nursing profession should be improved through sound planning of the nursing curricula in order to be a magnet for attracting prevalent number of male students to enter this profession and maintain professionalism in nursing practice (Kalisch J., 2006, Mee C., 2006).

2- Review of literature

Nursing students' perception towards the image of the nursing profession has an apparent impact on their self-concept, self-esteem, recruitment, retention, and performance. Thus, nurses who have positive professional images will have more and stronger relations with their patients, peers and community as a whole. Although there is an enormous advancement in the nursing profession, nurses still face multiple challenges in relation to a professional image (Clara B., 2007, Chauke M E., 2014).

The numbers of men in nursing are obviously increasing, but their perceived image of the profession is a source of confusion among students and society. There is an actual, unvarying vague and erroneous social view of the nursing image in relation to the employment of men in this field. Whereas the media have been paying attention primarily on nursing as a feminine activity, consequently the image of the male nurse is still mostly negative. Gender role stereotyping has a considerable impact in limiting the professional development of males

within the nursing profession. But recently, the nursing community has an intense need to modify this image (Bayik A., et al., 2002, Keogh B., and O'Lynn C., 2007, Kalisch J., 2006).

An understanding of male students' perception and his involvement in the nursing field can assist in evaluating the strengths and weaknesses of the educational program and to which extent the male student will be a productive member in this field. This understanding can improve the curricular development process towards the best possible planning and a holistic paradigm of nursing (Safadi R.R. et al, 2011). In general, the recognition of what the nurses perceive about the image of their profession will facilitate the stakeholders, curricula planner and nursing politicians to improve nursing preparation activities while and on the other hand, nursing students' psychological needs will be appreciated (Spouse J., 2000, Chauke M E., 2014)

Additionally, male nurses confront several problems from the public, their patients and colleagues, as well as several factors that influence their professional attitudes such as environmental, institutional and personal variables (Stott A., 2004). Moreover, the image of the nursing profession is affected by various other dynamics such as the media, public image, social prestige, nurses themselves, other medical professions, school preparations, role models, nursing educators, and the risk of violence and exposure to health hazards (Johnson A., et al., 1999, Abdel El-Halem GE., et al. 2011).

At present, the nursing image in Arab countries is improving, and nursing is considered one of the appreciated and recommended professions. Admission to nursing faculties in Arabian countries became a competition determined by high academic grades. This differs from western nursing colleges that need to meet admission criteria and undergo interviews (Safadi R.R. et al, 2011, Yang C., et al, 2004).

It may appear that the image of nursing as a profession in the Egyptian community was not improved significantly even after the nurse was university qualified (Abdel El-Halem GE., et al 2011). In addition, nursing is an unacceptable profession and is a last option for Bahraini students. Families in Bahrain perceive nursing as an inappropriate profession for girls, low paying, low status, and involving much hard and unpleasant work (Spouse J., 2000, Tawash E., et al., 2012).

The perception of nursing students regarding nursing as a profession varies. Some consider nursing as a caring profession. Others perceive nursing as a profession that helps people to gain better health (Beck C., 2000). Further, there are additional views, such as: seeing nursing as a noble and respected career (Mackintosh J., 2006). However, further opinion; nursing is still viewed as a 'medical-technical' activity as reported by Tawash E., et al, in 2012. Moreover, a recent study about "Associate nursing students' perceptions toward the nursing profession in Jordan" showed that the associate nursing students generally have a significantly positive perception about the image of the nursing profession and the majority of them feel proud when talking with others about a nursing career (Al Jarrah IA., 2013). These variations regarding perceptions among nursing students and community views, pose a great question regarding the reasons and the factors of these differences in points of views.

Recently, in Arabian and non Arabian countries, males have plentiful job opportunities, good salaries, and career prospects. The nursing field is required to maintain this, in order to overcome nursing shortages, rapid changes, reforms in health care, globalization, negative community image and poor media presentation (Gaber M., and Mostafa M., 2013 and Al Jarrah IA., 2013).

2.1-Significance and Aim of the Study

There is a persistent need to promote a professional nursing image and enhance its position in the community mainly for males. This study aimed to **explore and compare the undergraduate male nursing students' perceptions about the Image of the Nursing Profession in Egypt, and Jordan**. This will be a beneficial step for male nursing students to identify and analyze the different causes, factors and work problems that may influence their perception regarding the image of the nursing profession in the two different Arabian countries. These countries have familiar circumstances, cultures, language and religion. However, there are some differences in cultural, historical and financial aspects which do affect the image of nursing.

2.2 Research Questions:

1. What are the differences in perceptions of Egyptian and Jordanian undergraduate male nursing students toward the image of the nursing profession?
2. What are the differences in perceiving factors that affect the image of the nursing profession among undergraduate male nursing students in Egypt and Jordan?
3. What are the differences in the problems that are perceived by Egyptian and Jordanian undergraduate male nursing students toward male nurses?

3- Material and Methods:

This research is an exploratory descriptive and comparative study. The statistical population included all the undergraduate male students studying in the fourth year of the college of Nursing, Alexandria University, Egypt (48 male students) and the college of Nursing, Jordan University, Jordan (133 male students). By excluding a

pilot and rejected students, the actual study sample became; Egypt 41 and Jordan 100 nursing students. Fourth year nursing students have mature practicum experiences and exposure to several training situations that can help in formulating their perception towards the image of the nursing profession. The Nursing Image as a Profession Questionnaire (NIPQ) is a self administered questionnaire that was developed by Al Jarrah IA., in 2013 to determine an overview about the image of the nursing profession among associate nursing students in southern Jordan. This tool was adopted and modified by the researchers based on a thorough review of related literature (Al Jarrah IA, in 2013, Abdel El-Halem GE., et al 2011, Chauke ME., 2014, Wallace C., 2007 and Safadi R.R., 2011). It is a triple-section questionnaire: The *first section* was about socio-demographic characteristics of the undergraduate male nursing students such as sex, age, nationality, marital status, residence, reasons for enrollment to the college of nursing, and the family's reaction to students' enrollment. The *second section* was a five-stage likert scale (from 1 = completely disagree to 5 = completely agree) that was designed to assess male nursing students' perception regarding the Image of the Nursing Profession, which included 22 statements. The total score ranged from 22 to 110, in terms of: $22 \leq 55$ indicated a negative image and $56 \leq 110$ indicated a positive image. The *third section* was comprised of questions related to the social rank of health care related jobs (one question), factors affecting the students' perceptions (seven questions) and common problems that face male students in practicing nursing (seven questions).

3.1- Ethical considerations

Ethical approval from the college of Nursing in both Arabian countries was obtained before recruiting the voluntary participation of the male students in the tool completion. Students were informed about the purpose of the study and the right to withdraw at any time without any negative consequences to their academic grading. Upon verbal agreement, the male students were given the questionnaire and were asked to return it during a class period. Anonymity was assured by telling the students to avoid putting their names on the questionnaire.

3.2- Procedure

The study tool was revised and modified by the researchers after a thorough review of related literature. It was then submitted to a jury of seven experts in the nursing field to determine its applicability and content validity after that the necessary modifications were done. The study tool was statistically tested for reliability using the Cronbach Alpha Reliability Test and its value was from 0.64 to 0.72. A pilot study was carried out on 7 male students from Egypt and 13 from Jordan nursing colleges. They were selected randomly apart from study sample, to test tool clarity, feasibility, time needed to fill, and understanding of the study tool. Questionnaire copies were distributed among the subjects in both Arabian countries at approximately the same time. Data collection lasted about five months starting in the beginning of September, 2014 and extending until the last of January, 2015.

4-Statistical analysis

Data was fed, coded, edited and analyzed using PC with Statistical Packages for Social Science (SPSS 22) and Windows Version 7.0. The selected level of significance was P level ≤ 0.05 . Descriptive statistics were done using numbers, percentages, arithmetic mean and standard deviation. Analytical statistics were done using the Z Test.

4.1- Results:

Table I. shows that the majority of both Egyptian and Jordanian male nursing students were in their early twenties (68.3%, 53%), were single (90.3%, 60%), were from rural areas (56%, 64%), joined the nursing college after high school (83%, 51%), have a relative or friend who works as a nurse (46.3%, 62%) and mentioned that the main reasons for joining nursing was secondary school grades (53.6% and 36.8%). But in relation to family reactions regarding enrollment in a nursing college, more than one half of Egyptian students (56.3%) reported that the reaction was neutral whereas about two thirds of Jordanian students reported a positive reaction (69%).

Table 1: Percent distribution of the subjects according to their socio-demographic characteristics

Socio-demographic characteristics	Egypt (n = 41)		Jordan (n = 100)	
	No	%	No	%
Age	20-23			
24-27	28	68.3	53	53
28-30	10	24.4	37	34
Older than 30	3	7.3	8	8
	0	0.00	5	5
Marital status				
Single	37	90.3	60	60
Married	4	9.7	38	38
Divorced	0	0	1	1
Widow	0	0	1	1
Residence	Urban			
Rural	18	44%	36	36
	23	56%	64	64
Qualification before joining nursing college				
High school	34	83	51	51
Technical diploma	3	7.3	44	44
Bachelor for other specialty	4	9.7	5	5
Others	0	0	0	0
Has a relative or friend who works as a nurse				
Yes	No			
Yes	19	46.3	62	62
	22	43.7	38	38
Family reactions when talking about enrollment in nursing faculty				
Positive	14	34	69	69
Negative	4	9.7	6	6
Neutral	23	56.3	25	25
Reason for enrollment				
Secondary school grade	22	53.6	36	36
Financial reasons	11	26.8	23	23
Desire to help others	1	2.5	12	12
Advice from family members	7	17.1	29	29
Others	0	0	0	0

The following Tables 2, 3, 4 & 5, answer **the first research question** which is, "What are the differences in perception of Egyptian and Jordanian undergraduate male nursing students towards the image of the nursing profession?" The image of the profession will be examined through four aspects: description of the profession, societal view, benefits of the nursing profession and view of self satisfaction in nursing.

According to the findings in Table 2, which clarified the description of the nursing profession, it is clear that there is a positive perception for both Egyptian and Jordanian male students regarding the description of the profession since all mean values for both were more than 3. There is a statistically significant difference between the two groups in relation to items 1 (Respectful profession), 5 (A human profession) and 6 (Profession based on ethical standards besides health care) in favor of Egyptian students with a high mean, at P level ≤ 0.05 , respectively. Generally for the description of the nursing profession there is a statistically significant difference between both groups, on the side of the Egyptian nursing students with a mean = 4.07.

Table 2: Comparison between Egyptian and Jordanian undergraduate male nursing students' perception toward the image of the nursing profession concerning description of the profession

Students' perception to description of the profession	Egypt (n = 41)		Jordan (n = 100)		Z -Value	P Value
	Mean	SD	Mean	SD		
1. Respectable Profession	4.19	8.4	3.46	1.09	-0.270	NS
2. Job and not a profession	3.96	0.75	3.42	0.97	-2.929	*0.0017
3. A women's profession	4.56	0.82	4.62	0.92	0.575	NS
4. Similar to the work of servants	3.67	0.90	3.65	0.92	1.318	NS
5. A humanitarian profession	4.32	0.89	3.42	1.01	-4.264	* 0.0001
6. Profession based on ethical standards besides healthcare.	3.72	0.95	3.49	1.07	-0.726	* 0.0001
Total	4.07	2.12	3.68	0.99	-1.717	*0.0429

*Significant relation at P level ≤ 0.05

In Table 3, findings show that Jordanian male nursing students have a positive perception regarding the second aspect of the nursing professional image which is societal view with total means' values above 3. Egyptian male nursing students have as well a positive perception for all societal view items except item 7 (Well appreciated profession in the society) where they have a negative perception, the mean = 2.38 which is less than 3. In general, all means for both groups indicate positive perceptions in relation to the societal aspect.

There is a statistically significant difference between the two groups in relation to items 8 (An extremely hard profession without enough appreciation in the society) and 9 (An essential profession in any society) in support of Egyptian students with a high mean, at P level < 0.05 , respectively.

Table 3: Comparison between Egyptian and Jordanian undergraduate male nursing students' perception toward the image of the nursing profession concerning societal view

Students' perception to society's view	Egypt (n=41)		Jordan (n=100)		Z -Value	P Value
	Mean	SD	Mean	SD		
7. Well appreciated profession in the society	2.38	1.63	3.00	0.96	-0.463	NS
8. An extremely hard profession without enough appreciation in the society	3.69	0.78	4.65	0.93	-3.719	*0.0001
9. An essential profession in any society	4.27	0.80	3.63	1.05	-3.23	*0.0006
10. Useless profession & can be ignored in the society	3.79	0.98	3.56	1.02	-0.769	NS
Total	3.63	1.05	3.85	0.99	-0.702	NS

*Significant relation at P level ≤ 0.05

In accordance with the data in Table 4, it is apparent that both male nursing student groups have positive perceptions regarding all items of benefits of the nursing profession, the means' total score is more than 3. Except in item 14 (Nurses should obey doctors' orders without questioning), both Egyptian and Jordanian students have a negative perception where the mean is less than 3 (Egyptians = 2.48 and Jordanians = 2.26).

As well, there is a statistically significant difference between the two groups in relation to all items at P level ≤ 0.05 , except items 12, 15 and 18. In general, the total means scores for both Egyptian and Jordanian male students pointed toward positive perceptions in relation to nursing profession benefits.

Table 4: Comparison between Egyptian and Jordanian undergraduate male nursing students' perception toward the image of the nursing profession concerning its benefits.

Students' perception to benefits of the nursing profession	Egypt (n=41)		Jordan (n=100)		Z - Value	P Value
	Mean	SD	Mean	SD		
11. An independent profession that nurses can make decisions by themselves.	3.74	0.97	3.32	1.08	-1.852	*0.032
12. Provides self realization.	3.63	0.95	3.72	.95	0.2793	NS
13. Gives a chance to be self autonomies at work.	3.72	0.94	3.56	1.01	-2.226	*0.013
14. Nurses should obey doctors' orders without questioning.	2.48	1.12	2.26	1.36	-1.674	*0.047
15. Nurses waste a lot of time being busy but doing nothing.	3.85	0.89	3.66	0.98	-0.568	NS
16. Provides opportunity for personality development.	3.56	0.80	3.85	0.95	-2.014	*0.022
17. Important in patient's recovery & health promotion.	3.42	0.96	3.88	0.96	-2.32	*0.0108
18. There is no cooperation in this profession.	3.11	1.18	3.00	1.47	0.4399	NS
Total	3.38	0.97625	3.37	1.095	-2.197	*0.014

*Significant relation at P level ≤ 0.05

Concerning the fourth aspect of the image of the nursing profession; view of self satisfaction in nursing, Table 5 represents that both Egyptian and Jordanian nursing students having as well, a positive perception, because all items' means' scores are above 3. Except in item 20 (Anyone could be a nurse easily), where both have a negative view in which the means score is less than 3 (Egyptians = 2.31 & Jordanians = 2.45) with no statistically significant difference at P level ≤ 0.05 . But in item 22 (I feel proud to be a nurse) both groups have positive views with no statistically significance difference at P level ≤ 0.05 . Generally, the overall means for both groups indicate a positive perception in relation to view of self satisfaction in nursing with statistical significance difference.

Table 5: Comparison between Egyptian and Jordanian undergraduate male nursing students' perception toward the image of the nursing profession concerning the view of self satisfaction in nursing

Students' perception to self satisfaction in nursing	Egypt (n = 41)		Jordan (n = 100)		Z - Value	P Value
	Mean	SD	Mean	SD		
19. A dangerous profession	3.72	0.92	3.72	0.92	-3.352	*.0004
20. Anyone could be a nurse easily	2.31	1.21	2.45	1.32	1.114	NS
21. I would like my child to become a nurse	4.56	0.72	3.08	1.25	-3.71	*.0001
22.I feel proud to be a nurse	3.78	1.63	3.55	0.96	-0.524	NS
Total	3.6	1.12	3.3	1.1125	-2.378	*.0087

*Significant relation at P level ≤ 0.05

For additional analysis of students' perceptions, Figure (1) shows the rank of the nursing profession among medical professions as perceived by Egyptian and Jordanian male nursing students. Both of them agreed that the medical profession is the best one in the medical professions (Egyptians = 40.4% & Jordanians = 36%). The second rank was the nursing profession (Egyptians = 25.8% & Jordanians = 23%). Jordanian students have less percents than Egyptians, in all medical professions' ranking. Pharmacist came in third ranking and both groups have minimal percents for other medical professions.

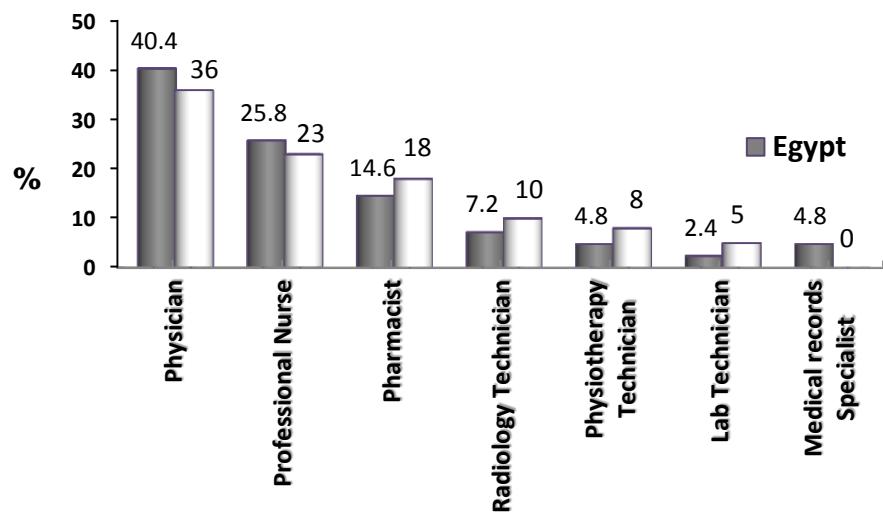


Figure (1) Distribution of Egyptian and Jordanian undergraduate male nursing students' perception to the rank of the nursing profession among medical professions, as presented by percentages

Regarding the research question two, "What are the differences in perceiving factors that affect the image of nursing profession among undergraduate male nursing students in Egypt and Jordan?" Figures (2) & (3) clarify the answer.

Figure (2) reveals that the majority of Jordanian male nursing students (89%, 79%) perceive that the apparent factors that enhance the image of nursing are "effects of faculty members, and the relationship with the medical staff," whereas the majority of Egyptian students (87.8%, 75.6% and 73.1%) reported "the relationship with the medical staff and clinical training and effects of faculty members". Therefore, both points of views agreed that the relationship with the medical staff and effects of faculty members are the obvious factors that can enhance the image of the nursing profession.

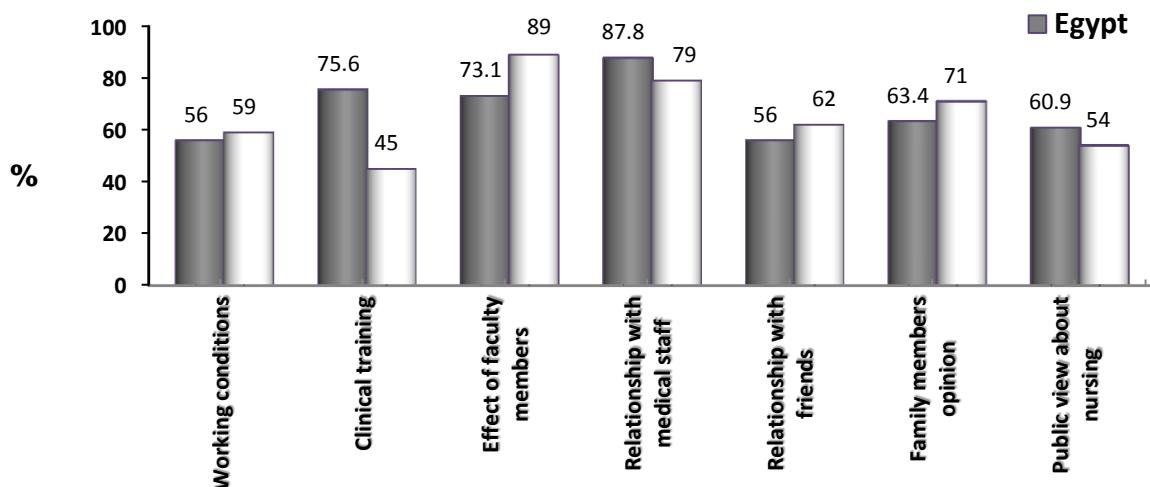


Figure (2) Distribution of Egyptian and Jordanian undergraduate male nursing students' perception of the factors that enhance the image of nursing as presented in percentages

According to the findings in Figure (3), more than one half of Jordanian male nursing students (55%) perceive that the noticeable factor that inhibits the image of nursing is the public view. However, less than one half (39.1%, 36.6) of the Egyptian students perceive that the "public view and the relationship with friends" are the inhibiting factors. Therefore, both judgments agree that the public view affects negatively on the image of the nursing profession.

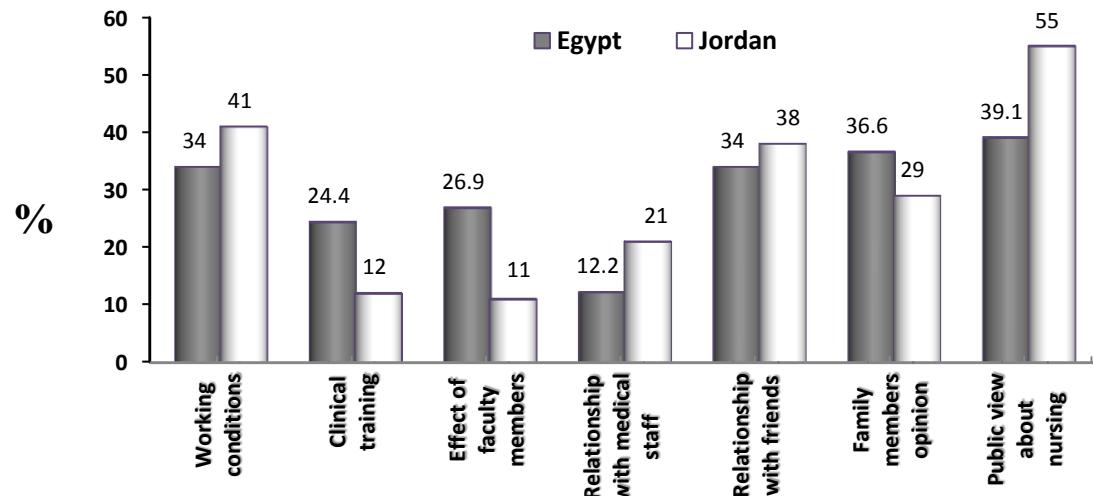


Figure (3) Distribution of Egyptian and Jordanian undergraduate male nursing students' perception to the factors that inhibit the image of nursing as presented by percentages

By observing Table 6, the revealed data may answer **the third question of the study which is** "what are the differences in the problems that are perceived by Egyptian and Jordanian undergraduate male nursing students towards male nurses?"

The major problem faced by Egyptian and Jordanian male nursing students (92.6%, 68%) was "assuming of some obstetric nursing practices" which mentioned and took the first rank of all perceived problems. "Have no specific job title to be called" came in the second rank problem as perceived by both groups (56.09%, 35%). This was followed by the "Refusal of male nurses' presence in female wards" and then, "they have no specific job title to be called" in the fourth rank of their perceived problems. In general, there is a statistically significant difference between both groups in relation to major perceived problems that faced them as male nurses as noticed in the Z test and P value.

Table 6: Comparison between Egyptian and Jordanian undergraduate male nursing students' perception toward the problems that face them as male nurses.

Male nursing students' perceived problems ▶	Egypt (n=41)		Jordan (n=100)		Z - Value	P value
	No.	%	No.	%		
• Bad societal image for a male nurse	7	17.07	10	10	1.1713	NS
• No cooperation of medical staff	3	7.3	2	2	1.5503	NS
• Patients' & their relatives refuse male nursing care	6	14.63	6	6	1.6685	NS
• Some obstetric nursing practices	38	92.6	68	68	3.0811	0.002*
• Embarrassment while explaining a sensitive topic with female patient	36	87.8	32	32	3.2165	0.001*
• Refusal of male nurses presence in female wards	16	39.6	34	34	3.1281	0.002*
• I have no specific job title to be called	23	56.09	35	35	2.6641	0.007*

▶ = Students were allowed to mention more than one problem. *Significant relation at P level ≤ 0.05

test = shows the association or difference between two or more percentages.

Z

5- Discussion:

Wide-reaching, the nursing profession is confronted by multiple image-related disputes affecting its status, prestige, power and the ability to grasp the attention for its value and magnitude of its humanized practice. The sample characteristics of the current study are reflecting of the distribution of nursing students in both Arabian universities, but it is clear that the number of male nursing students in Jordan is greater than Egypt, which may be justified by Abu Gharbieh P., Suliman W., in 1992, who discussed that Jordanian men recognize the worth of the nursing profession and try to make a fast move toward this job as a livelihood. The overall demographic criteria revealed a similarity of both groups which is expected because the subjects shared many backgrounds, beliefs and culture of the Middle East. But for the family reaction and enrollment in nursing faculty, the major positive view percentage was belonged to the Jordanian male students. This clarifies the strong impact of families on encouraging or suppressing career desires. On the same line, Abdel El-Halem GA., et al., in 2011, discussed that there is a significant relation between the presence of family support and entering the nursing profession. Moreover, Al Jarrah IA., in 2013, stressed that the family members had a considerable collision in deciding nursing as a career. In the same track, in the last decade, a study of Kelly et al., 1996, reported that family members were the most influential and supporting factors to encourage entering the nursing field.

According to the findings in the current study, undergraduate male nursing students in Egypt and Jordan generally have positive perceptions about the image of the nursing profession in the four aspects of **description of the profession, society's view, profession benefits and the view of self satisfaction in nursing.**

First aspect; for description of the profession, both study groups have a positive perception in this aspect and there is a significant difference between them regarding items: "Respectable Profession", "A humanitarian profession" and "Profession based on ethical standards besides healthcare", in favor of Egyptian students who have high mean scores. This could be justified that the worth of the profession became more recognized among Egyptian male students. This result is supported by Abdel El-Halem GA., et al., in 2011 in Egypt, who concluded that there are a high percentage of Egyptian male nursing students who had a positive image towards nursing as a profession. Additionally, the nursing profession has been greatly moving ahead towards professionalism in recent decades. Baddar F., in 2006 in Egypt, found that Egyptian undergraduate nursing students and interns agreed regarding the positive view of the nursing profession. Internationally, Chauke M E. in 2014 reported that the nursing students corroborated a positive change in their image of nursing as a respected and appreciated profession. A study of Abd Karim N., et al. in 2004 concluded that nursing as a profession became striking because this job was secure, valued and treasured. Contradictory to these points of view, The National Association of Student Nurses in 2012 claimed that male student nurses still have a view of negative stereotypes in nursing. In the same line, men in the East face 'negative sanctions' when selecting a career habitually kept back for females such as nursing (Stott A., 2004). Concerning all views, it is clear that the image of nursing as a career established and identified more than before as a valued respectable profession.

Second aspect and regarding society's view, the present study clarifies that Jordanian male nursing students have a more positive perception than Egyptians, as their mean values were above 3. Also, Egyptian males nursing students have one negative agreement on item, "Well appreciated profession in the society", which has a mean = 2.38 which is less than 3.

This investigation was justified by Al Jarrah IA., in 2013, who discussed that Jordanian society has a high expectancy for men to join a nursing career. This can be due to the fact that nursing offers job security with good earnings to overcome their low economic status. Jordan has an excellent reputation in developing a better nursing image and notably increasing the number of highly educated nurses who participated actively in organizing the profession by setting the Jordanian Code of Ethics. Dissimilarly to this thought, Shukri R., in 2005, reported that there is a negative public representation in the Arab world toward nursing as a profession. Many studies illustrated that the negative image of the Arabian society has found that the nursing role is significantly objectionable, particularly to men. Also, media provides a negative picture that focuses mostly on an unconstructive image of a male nurse (Kalisch J., et al, 2006 and Keogh B., and O'Lynn C., 2007). Moreover, Wallace C. in 2007, illustrated that there are concepts about nursing that have to be changed in society, even negative stereotypes.

In between positive and negative images in Arabian society, nurses confront a debate that should be resolved in the next few years and health care systems must contribute to emphasize the constructive side. In general the total means' scores for both study groups indicate positive perception in relation to the societal aspect. The nursing profession is growing and improving in its responsibility for helping all communities to reach its health care objectives. Soon, this profession will be viewed as trustworthy and respectable by society.

Both male nursing students groups in Egypt and Jordan have a positive perception regarding all items of the nursing profession in the third aspect of perception of nursing image; benefits of the profession in which the means' scores are more than 3. Obviously, the nursing profession is an attractive job due to its enormous benefits. There is sufficient evidence similar to this point of view. There are high percentages of Egyptian male nursing students joining the nursing field due to the accessibility of work both nationally and abroad. Nursing is an attractive job, especially for male students, because it offers real work choices and a stable employment with suitable salaries. Moreover, the graduates are immediately employed and working abroad whether in Arab or western countries (Abdel El-Halem GA., et al. 2011, Buerhaus P., et al., 2005 and Chauke M E., 2014, Beck C., 2000). As well, it may be caused by cultural and moral variables in Arab countries where men presume great roles and are expected to enter the nursing profession for escaping the lowest income.

Yet, this result is contrasting with the result of Gamel R in 2006 in Egypt. She discussed that the availability of work and economical incentives in nursing were the least reported rationales among undergraduate nursing students in Egypt. Additionally, in Jordan, Al Jarrah IA, in 2013 found that the second highest reason mentioned by the study subjects was the secondary school grades.

Still in accordance with the third aspect of the perception of the image of the nursing profession; benefits of the profession, in item 14 (Nurses should obey doctors' orders without questioning), both Egyptian and Jordanian students had a negative perception in which the means' scores were less than 3. Congruent to this view, there are a variety of studies clarifying negative perceptions about nurses' blind obedience to doctors' orders. One was conducted in South Africa, where the findings had a tendency to show negative views toward nurses as sex objects and a brainless person wearing a white uniform following physicians' orders without inquiry. There is an opinion that nurses are not accepted as experienced professionals and autonomous in health practice (Neilson G R., and Lauder W., 2008, Chauke M E., 2014). But, nurses have multiple, independent roles and functions that differ from any other job. Nowadays, nursing is required in the health care field more than any other profession. Nursing has its own identity and is not a follower to medicine anymore.

For the fourth aspect of perception towards the image of the nursing profession: **view of self satisfaction in nursing**, both Egyptian and Jordanian male nursing students have a positive perception, in all items and the means' scores are above 3. Except in item 20 (Anyone could be a nurse easily), they have a negative view and the mean is less than 3. Without any doubt, male nurses themselves will enhance their own image of the profession through suitable awareness, belonging, initiation and self-image understanding. One Jordanian study about the predictive factors of increasing nursing students' success and 'liking or satisfaction' the profession implicitly, implied a positive perception among students those who chose and liked to study nursing as a priority for university education (Safadi R.R., 2011). In the same line, in Egypt, Baddar F. in 2006 emphasized that the main force to change the holistic views of the nursing image is derived from nurses themselves who are interested, satisfied and internally aware of the effective role of the nurse. In addition, Chauke M E. in 2014 illustrated that the image of the nursing profession is affected by students' opinions about the field and the way that they think about self satisfaction in the nursing job. Furthermore, Fletcher K. in 2007 argued that transformation of how the nurses think about themselves alters the self-image that is of course reflected in the image of nursing as a whole. In addition, self identification with nursing attributes and the decision to pursue nursing as a career are the major internal strengths in becoming a good nurse.

Contradictory to these points, the findings of a number of studies into the perceptions of nursing students found that clinical experiences, medical staff, patients' attitudes and work circumstances, should be even more stable than nurses' self satisfaction as a nurse (Gidman, J., et al 2011, Mee C., 2014). More or less, at any time, promoting positive professional self- images and role self satisfaction are needed and must be a duty of each one entering the nursing field. Hence, the focus on reinforcing self awareness, identification, satisfaction and self acceptance to be a nurse and transforming the 'faulty' and negative self image of the nursing student becomes a critical field requirement.

Some of the nursing students are not motivated to become nurses and this leads to a high rate of withdrawal from the career. On the other hand, others grow to love, satisfy and appreciate nursing as a future goal because they had a good understanding of the profession nature of mercy. Self satisfaction for the prospected profession is necessary to enter the nursing field with an insight of nursing as nurturing with essential uniqueness such as patience, empathy and emotional strength (Breier M., et al., 2009). On the other hand, the students who are dissatisfied by what they experienced will have a great leaves scale directly after first year of the college. Also, a study at Widener University, U.S.A, on male nurses, revealed that most of the junior and senior baccalaureate nursing students in the USA had a self-esteem that could be linked positively to improve self-perception of clinical competence and the nursing image as a profession (Moyer G., 1996). The continuing raising of men

entering the profession and, thus, introducing a new shade to the meanings implanted in their internalized thoughts first.

In the same aspect, in item 20 (Anyone could be a nurse easily), both study groups have a negative view which supported by Bartfay WJ., in 2010, who clarified that men in nursing suffer from massive role strain with a lack of media role models. The male nurses were viewed negatively as being effeminate or gay. Furthermore, the peak experiences were used when referring to the most esteemed, meaningful and impressive positive nursing experiences, namely when practicing nursing to save lives and help others. As an academic field of specialization, nursing involves empirical, personal, ethical and educational patterns of knowledge integrated into practice (Chauke M E., 2014, Feilzer, M.Y., 2010). Also, a longitudinal study that examined nursing students' perceptions of nursing confirmed that nursing as a profession is based on scientific knowledge and requires expertise in nursing, which is an essential activity; physically, mentally and emotionally (Buerhaus P., et al., 2005). Really, the work of a nurse cannot be done by anyone and it is not an easy mission.

For additional analysis of students' perceptions, the current study shows that the majority of both study subjects rank the nursing profession in the second level after the medical profession. This study exclusively ranks the nursing profession among other medical professions. In other evidence, students ranked nursing in the six rank (Abdel El-Halem GA., et al. 2011) or in the third rank (Al Jarrah IA., in 2013), while in the current study between the two Arabs countries, particularly for male views, the ranking became better by being viewed nursing profession in the second order. It is comprehensible that nursing is going to be settled in its position in the vision of male nursing students and the negative image will be disappearing.

Moreover, the findings of the present study indicated that both Jordanian and Egyptian male nursing students agreed that the relationship with the medical staff and faculty members are the obvious factors that can enhance the image of the nursing profession. Abdel El-Halem GA., et al. in 2011, supported this aspect and illustrated that nursing students were positively influenced by clinical training. This may be due to the development of their interactions with clinical instructors. It may be interpreted that the interface with the medical staff and reality activity in clinical settings provides chances to apply knowledge into practice and clarify the active role of the students. It can be a strong factor in enforcing a positive nursing image and job confidence. Not recently, Mikelson J., in 1990, discussed that it was necessary for the male students to have male role models from the medical staff and clinical instructors which could diminish the difficulty of nursing being a female dominant profession. Contrasting to this view, in a study in Egypt it was concluded that there is a great percentage of nursing students negatively influenced by faculty members due to a negative teacher-student relationship and lack of affection between them (Gamel R, 2006). In all instances, clinical instructors should be role models, sources of motivation and empowerment for improving the professional image among nursing students, and particularly men for encouraging their joining the nursing career.

In accordance with the present findings, both Jordanians and Egyptian male nursing students judged that the public view of nursing is a strong factor inhibiting the image of profession. Similar to this opinion, Shukri R., in 2005, found that the public sees them as handmaids to physicians. Nursing is still suffering from a pessimistic public image in the Arab world. Society always represents nursing as having a low social status, subordinate, disrespected, and a female dominant profession. In addition, this result is fitting with those of Rob H., in 1991, in the past decade, who discussed that the number of male nurses is liable to increase apparently once the image of society improves. This finding is dissimilar to Brodi AD., et al., in 2004, who concluded that nursing as a respected profession was perceived by a few nursing students, but as "men's work" perceived by a high percentage of them and public members. As well, this finding does not match the researcher's anticipation since the stereotype of the image of nursing in the society as female-led work is still present.

This study also showed that a majority of the Egyptian and Jordanian male respondents confront several problems to be a nurse in assuming some obstetric nursing practices, having no specific job title, embarrassment while explaining sensitive topic with female patients and the refusal of male nurses' presence in female wards. Our Arabian societies still recognize nursing as feminine labor. Because of this view, the nursing profession has become identified as profoundly rooted in the gender based power relations of society. Although the number of males in nursing is growing in recent times, feminization of nursing is still an essential issue. Men's position in providing care to patients and being in the health care field is apparently forbidden in many societies as far as taking care of women. The nursing profession should be provided the best graduates without any gender isolation for better nursing care. There is also an urgent need in the regulations on rights of nursing professionals and males in nursing. Clarifying the role identity of the graduates under different titles but with the same jobs will help both the public and students to accept nursing as a male career (Ozdemir A., et al., 2008, Abdulkarim N., et al., 2004).

The Egyptian and Jordanian respondents faced these problems, may be related to several reasons: societal stereotypes associated with nursing, culture and faulty beliefs, changes currently taking place in the healthcare system of recruiting the best candidates regardless of gender, and the range of nursing activities which are not and never have been exclusively female.

6- Conclusion

This study is the first to report a comparison between Egypt and Jordan in a nursing issue such as their perception about image of the nursing profession among male students in relation to: description of the profession, societal view, benefits of the nursing profession and view of self satisfaction in nursing. Generally they have positive perceptions about the image of the nursing profession as a whole. The clinical instructor and the relationship with the medical staff have the most positive effect in improving the image of the nursing profession while the public view had the most negative effect in this image as viewed by male nursing students. The highest percentage of study subjects ranked the nursing profession in the second position after the medical profession which is an excellent positive ranking; furthermore they joined the college of nursing because of availability of work and wage offers. A majority of both respondents faced several problems in being a nurse as assuming of some obstetric nursing practices, having no specific job title to be called, embarrassment while explaining sensitive topics with female patients and refusal of male nurses' presence in female wards. It should be stressed that being a magnet for more men will require a concentrated effort to keep a positive image of nursing in the view of the public. Nursing must correct and overcome the problems that may confront men in the profession. Nursing must be counterbalanced by the entry and acceptance of larger numbers of men into the profession. Moreover, nursing schools, media and public views should focus on nursing roles and have a positive image of the nursing profession as well as that of males in nursing. Rather, nursing should be positively advertised to attract those who truly have an interest in such a necessary and dedicated profession.

7- Recommendation and future studies:

The current study recommended the following:

- Further studies on a large scale to cover more Arabian countries for male and female nursing students.
- Research into the integration of the image of the nursing profession in the nursing curricula.
- A study for planning and implementing orientation training programs about nursing career and profession for men students before admission.
- A study on the role of the media in fostering or reducing the image of nursing.
- Investigation of policies, rules, regulations that may be barriers in the nursing work.
- A study on determination of perceptions of the male role identity, job description, and rights, in the nursing career.

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